



Undergraduate English Language Learners' Attitude towards English as an International Language: A Case Study of Islamia College Peshawar

Muhammad Waqar Ali

Keywords:

Universality of EIL communication strategies, pedagogy, cultural superiority.

Abstract

A solid and efficient approach to language acquisition is said to need motivation and attitude. The purpose of the study is to gauge the attitude and motivation of undergraduate English language learners towards studying English as a global language. This study was carried out in a reputable Khyber Pakhtunkhwa higher education facility. In accordance with the quantitative methodology, the experiment group participants were given a survey questionnaire consisting of 16 assertive statements and 4 themes following the treatment. The results showed that the students had a favourable attitude towards EIL and were very eager to learn it in the future.

INTRODUCTION

The standing of English as a global language holds significant relevance within the field of applied linguistics and TESOL, as elucidated by McKay (2018). As of 2017, the number of English speakers surpassed 1.5 billion individuals, constituting approximately twenty percent of the world population at that juncture (Lyons, 2017). Notably, Crystal (2003) asserted that 570 million people possessed proficient English language skills, reflecting a remarkable surge of nearly 200 per cent in the past two decades. Such exponential growth underscores English's unparalleled ubiquity, surpassing any other language in terms of global dissemination.

In accordance with Smith's (1976) definition, which characterizes a global language as one employed by individuals from diverse homelands for communication (p. 17), it can be unequivocally affirmed that English has attained the position of an international language. The substantiation for this claim lies in the extensive proliferation of English speakers globally. This linguistic ascendancy is intricately tied to the processes of globalization, a phenomenon that has played a vital role in the dissemination and adoption of English on a universal scale. Therefore, the ascendancy of English as an international language (EIL) is irrefutably linked to the broader context of globalization.

Yano (2006) conceptualizes EIL as a flexible amalgamation of "regional standard Englishes," each informing the linguistic practices of educated users within the corresponding varieties (p. 124). Yano identifies six such regional standard Englishes, namely Asian English, Native Speaker English, Latin English, Europe English, Arab English, and African English. EIL serves as the confluence of these diverse varieties, delineating itself not as a distinct English variant but rather as an alternative mode of linguistic expression. Consequently, it does not assert superiority over existing regional standard Englishes but represents a distinct approach to English usage.

Functioning as a communication tool, EIL promotes communication between NNSs (NNs) and between native (NSs) and NNSs (NNs). It encompasses a spectrum of interactive scenarios wherein NNSs engage with both native and NNSs. Given the cultural variations in discursive and communicative patterns, EIL transcends the boundaries of specific varieties or cultures. Unlike traditional language instruction, which may delve into comprehensive analyses or teachings of particular linguistic varieties or cultures, the primary objective of EIL pedagogy is to foster effective communication that mitigates the risk of misunderstanding and miscommunication. Thus, EIL instruction prioritizes pragmatic communication skills over an exhaustive exploration of specific linguistic or cultural nuances.

LITERATURE REVIEW

Sharifian (2009) conceptualizes EIL as a comprehensive framework for contemplation, inquiry, and application within linguistic discourse (p. 2). EIL-informed practices entail a nuanced integration of critical thinking and research. Sharifian underscores the distinction between EIL and "International English," cautioning against the misconception of the latter as a distinct variety akin to British or

American English. Instead, EIL posits English as a language of global and intercultural communication, necessitating a critical re-evaluation of applied linguistics and language pedagogy's notions, beliefs, methodologies, and practices.

Within the EIL context, interactions transpire among individuals from diverse national, cultural, and linguistic backgrounds. While Kachru's (1992) three-circle model traditionally categorized English language speakers into Inner, Outer, and Expanding Circles, Canagarajah (2006) contends that global mobility and exposure to various cultures have eroded this rigid compartmentalization. The conventional distinctions between circles and native/non-native speakers have blurred, prompting EIL to emphasize communication over geopolitical and ethnic backgrounds, challenging the conventional 'three circles' metaphor.

Sharifian (2009) posits that EIL proficiency diverges from generic language proficiency, as it prioritizes effectiveness in EIL contexts over acquiring native-like language competence. Exposure to various English varieties, regardless of the teacher's preference, is advocated to cultivate a comprehensive understanding. Beyond grammatical and lexical competence, EIL competency includes adopting communication tactics and investigating cultural conceptualizations. The recognition of diversity in cultural backgrounds and communication patterns among EIL users, leads to varied opinions regarding the teaching model to be adopted; likewise, Jenkins (2000) emphasized heterogeneity in global communicative use.

EIL, as Sharifian (2009) contends, focuses on the contemporary usage of English rather than prescribing how it should be used. Descriptive EIL, rather than prescriptive one, transcends the limitations of EFL or ESL, accommodating diverse interaction partners from different nations, cultures, and linguistic backgrounds. While attempts to categorize EIL as a variety, particularly in terms of phonology and non-native speakers' language use, have been made by scholars like Jenkins (2000) and Seidlhofer (2001), such proposals face limited acceptance in linguistic discourse.

EIL acknowledges the relevance of NSs' language use and culture but reframes their prominence in favour of non-native speakers' cultures. Intercultural communicative interactions within EIL cause a number of cultural and social presumptions, which conclude that EIL equates English culture with all other cultures rather than separating language and culture. Stern (1992) and Sharifian (2009) further reinforce this perspective, emphasizing the intercultural competence essential for proficiency in the EIL context, given English's predominant role in international intercultural communication.

RESEARCH QUESTION

What is the undergraduate EIL learners' post-intervention attitude toward English as an international language?

METHODS

The research was quantitative in nature. An investigation, with an experimental design took place at a respected institution in Khyber Pakhtunkhwa, Pakistan. In accordance with the experimental research design, the treatment group learners manifested their attitude towards EIL through a close-ended questionnaire. Descriptive statistics were run to analyse the data.

PARTICIPANTS

The study involved undergraduate students of Islamia College Peshawar selected through cluster sampling (Johnson & Christenson 2020). Both male and female students between the ages of 19 and 24 were included in the sample. The partakers consisted of 53 participants comprising 26 male and 27 female students. The participants came from various geo-ethnic backgrounds within the province (i.e. Khyber Pakhtunkhwa). With the exception of nine students all belonged to the Pashtun ethnicity. Additionally, there were individuals representing Chitrali, Hindkowan, Baloch and Hazara ethnicities.

INSTRUMENT

A questionnaire utilising the Motivation Measurement Scale (MMS) was utilised to evaluate learners' motivation for English as an International Language (EIL) learning paradigm. This involved assessing their willingness to assent to locally and internationally produced English texts written by (non-)native speakers as genuine educational resources. Inspired by eminent researchers (e.g. Alsagoff, McKay, Hu, and Renandya, 2012; Jenkins, 2019; Kirkpatrick, 2008), the questionnaire consisted of twenty-six statements, with ten statements in reverse to improve answer reliability and sixteen statements in positive.

Following treatment, the MMS was given out, and the Likert scale—which is extensively used and regarded as a foundational scale in the social sciences for measuring attitudes—was used to measure responses (Taherdoost, 2019; Pimentel & Pementel, 2019). First, responses to the dataset were gathered using a 5-point Likert scale, with the options being "strongly disagree" to "strongly agree." However, in order to simplify the data, the dataset was later converted to a 3-point scale, clustering "strongly disagree" and "disagree" into "disagree" and "agree" and "strongly agree" into "agree," leaving the undecided midpoint unaltered (Osman, 2015). For the purpose of analysing the questionnaire, descriptive statistics were used, and percentage values were rounded off for clarity. However, a normality analysis, employing Shapiro-Wilk's p (Shapiro & Wilk, 1965), histograms, and Q-Q plots, indicated a lack of normal distribution in the data. Consequently, descriptive statistics were employed for data analysis. The MMS ($\alpha = .80$) demonstrated reliability and internal consistency as an instrument for data collection, possessing an acceptable alpha score for the construct, namely, attitude toward EIL, consisting of 26 items, including 10 reverse-coded negative statements.

To assess each claim's validity separately, a Pearson Correlation Coefficient was calculated for every component of the concept. Similarly, a Pearson Correlation Coefficient was used to evaluate the veracity of each MMS claim. With the exception of three statements with negative wording that were eliminated from the final analysis, all 26 claims ($p < 0.05$) had their validity confirmed by Pearson r (51)

above the crucial value. The findings section included an analysis and discussion of the remaining 16 assertions.

FINDINGS

Upon eliminating negatively worded and invalid statements, the questionnaire included 16 statements, which were evenly distributed across four sub-constructs: universality, linguistic aspects of EIL, communicative aspects of EIL, and pedagogical aspects of EIL. Each sub-theme contained four statements. Overall, participants exhibited a positive attitude towards EIL, signifying a growing inclination towards acquiring EIL throughout the intervention. Three analyses of the "attitude toward EIL" survey data are presented in Tables 3-6, followed by an item-by-item analysis.

UNIVERSALITY OF EIL

In terms of the universality of EIL, the first statement (Table 1, EIL1) garnered significant agreement from a majority of participants (n = 47) regarding the role of EIL in communication. Only a small percentage (n = 3) provided a neutral response, and a minority (n = 3) expressed disagreement. The perception of ownership of the English language was the subject of the second statement (Table 1, EIL2), wherein a significant majority of respondents (n = 45) held the conviction that English is jointly possessed by native and non-native speakers. Only three people (n = 2) disagreed, while the remaining two participants (n = 2) were undecided. Thirdly, according to Table 1, eight out of ten participants (n = 44) said that EIL treats many cultures on the basis of equality, rejecting the idea that one culture is better to another. A minor percentage (n = 3) disagreed, and fewer (n = 2) neither agreed nor disagreed. Finally, rather than concentrating on a specific culture, a significant majority (n = 47) supported the notion that EIL fosters cultural conceptualization (Table 1, EIL4). A minimal number of students (n = 3) disagreed, and an equally small percentage (n = 3) expressed indifference.

Table 1 Universality of EIL
Cumulative

No	Statement	D%	N%	A%
EIL1	English is an international and global language of communication.	5.7	5.7	88.7
EIL2	Ownership of English is not limited to the native-speakers only.	9.4	5.7	84.9
EIL3	EIL treats all cultures equally.	9.4	7.5	83.0
EIL4	EIL focusses cultural conceptualizations instead of individual cultures.	88.7	5.7	5.7

Linguistic Aspect of EIL

The subsequent four statements focused on gauging students' attitudes concerning the linguistic aspect of EIL. The fifth statement (Table 2, EIL5) inquired about participants' views on whether they valued the perspectives of both Native Speakers (NSs) and Non-Native Speakers (NNSs) equally regarding language usage. In response, a convincing majority (n = 44) of participants endorsed this

perspective, slightly more than 9% (n = 5) held opposing views, and few of them (n = 4) expressed uncertainty. The sixth statement revealed that three out of four participants (n = 40), comprising both male and female respondents, acknowledged the importance of appreciating variances in numerous varieties of English (Table 2). Six out of the participants voiced dissatisfaction with the statement, while seven participants showed no emotion at all. According to the seventh assertion (Table 2, EIL7), three quarters (n = 39) of learners acknowledged that EIL emphasises learning communication methods for a variety of contexts. A tiny percentage of the intervention class disagreed with the statement (n = 6) or said they were unsure (n = 8). In conclusion, the eighth statement revealed that the majority of students (n = 38) agreed that EIL is linguistically descriptive in terms of language usage. Only three respondents disagreed, while almost one-fourth of respondents (n = 12) had no opinion.

Table 2 Linguistic Aspect of EIL
Cumulative

No	Statement	D%	N%	A%
EIL5	Both native and non-native speakers' perspective is valued equally concerning language usage.	9.4	7.5	83.0
EIL6	EIL appreciates linguistic diversity in multiple varieties of English.	11.3	13.2	75.5
EIL7	EIL accentuates learning of communication strategies to for managing contextual diversity.	11.3	15.1	73.6
EIL8	EIL is concerned with how English is used currently.	5.7	22.6	71.7

Communicative Aspect of EIL

Recognizing the varied communicative aspects of EIL, three-quarters of the participants in the intervention group (n = 39) concurred that English is employed differently worldwide (Table 3, EIL9). A minor proportion of students (n = 8) expressed disagreement with this proposition, while only a few (n = 6) remained indecisive on the matter. Furthermore, a majority (n = 41) believed that EIL embodies communicative flexibility (Table 3, EIL10). Nevertheless, very few (n = 4) provided a negative response, and some (n = 8) remained neutral. Given the importance of smooth conversation devoid of misunderstanding in effective communication, the findings indicated that a good number (n = 37) of participants in the intervention group perceived EIL as reducing misunderstandings in conversation (Table 3, EIL11). Conversely, six participants opposed this perspective, and two out of ten (n = 10) expressed indifference to the assertion. Subsequently, a substantial majority (n = 48) acknowledged the significance of understanding cultural diversity for efficacious communication (Table 3, EIL12). Only two individuals (n = 2) disagreed with the claim, and only three participants (n = 3) were doubtful of it.

Table 3 Communicative Aspect of EIL

Cumulative

No	Statement (Communicative Aspect)	D%	N%	A%
----	----------------------------------	----	----	----

EIL9	People across the world use English differently.	15.1	11.3	73.6
EIL10	EIL is flexible with regards to communication.	7.5	15.1	77.4
EIL11	EIL helps reduce misunderstanding in conversation between people of different cultures.	11.3	18.9	69.8
EIL12	It is important to understand cultural differences for successful communication.	3.8	5.7	90.6

Pedagogic Aspect of EIL

Similar to the preceding three sections, the pedagogical facet of the Motivation Measurement Scale (MMS) also comprised four statements. The first statement addressed the comparison between EIL and EFL as pedagogical paradigms. Overall, two-third (n = 35) of participants expressed support for the assertion, with few (n = 4) in opposition. The number of neutral responses (n = 12) was relatively high. Notably, the results revealed the minimum affirmative response from female students on this assertion, with only slightly less than two-third (n = 16) in agreement. Furthermore, a significant majority (n = 45) acknowledged that learners must be exposed to a variety of English dialects in order to increase their understanding of the linguistic and communicative flexibility of EIL (Table 4, EIL14). A tiny percentage of people disagreed with the statement (n = 4) or showed no interest in it (n = 4).

The next two items concern classroom practice. The first one inquires about students' engagement in the intervention class, and the second one evaluates their perspective on code-switching (Table 4). Nine out of ten (n = 48) participants said they would be interested in taking the class. Just three students (n = 3) disagreed with the statement, while two students (n = 4) were still unsure. Finally, a majority of the participants (n = 40) expressed comfort in returning to their original language (L1). However, some (n = 6) disagreed with the statement, and some (n = 7) were unsure (Table 4, EIL16).

Table 4 Pedagogic Aspect
Cumulative

No	Statement	D%	N%	A%
EIL13	As a language learning paradigm, EIL is better than EFL (English as a foreign language).	7.5	22.6	66.0
EIL14	Learners should be exposed to different varieties of English.	7.5	7.5	84.9

EIL15	I felt engaged and interested during English class.	5.7	3.8	90.6
EIL16	I feel comfortable using one of my other languages (e.g Pashto, Urdu) in conversation.	11.3	13.2	75.5

DISCUSSION

Enhancing learners' perspective on EIL becomes crucial, as noted by Kachru (1981), who noticed that a negative approach concerning the accent of native speakers often shoots from stereotyping. Consequently, it is imperative to rectify stereotypical perceptions among learners. Additionally, literature establishes a connection between Intercultural Communicative Competence (ICC) and EIL (Llurda, 2009; Sharifian, 2009; Seidlhofer, 2011). In line with earlier studies (Getie, 2020; Llurda, 2009; Sharifian, 2009; Xu, 2018), participants in the Treatment Group (TG) exhibited a affirmative attitude towards EIL post-intervention, indicating the success of the intervention in fostering a more favourable perception of EIL. Conversely, Jenkins (2007) noted that educators were opposed to EIL. A further benefit of increased desire to acquire EIL is that motivated learners are more likely to participate actively in the learning process and derive benefits from it.

Furthermore, the fact that only a small percentage of participants maintained a negative attitude towards EIL is a promising outcome. It implies that the intervention effectively promoted a more inclusive and tolerant approach to linguistic diversity, a crucial skill in today's globalized world. A generally positive attitude towards EIL can be highly advantageous, fostering learners' confidence and effectiveness in communication with individuals from diverse linguistic backgrounds. Moreover, it contributes to breaking down barriers and fostering mutual understanding between cultures, a necessity in the interconnected world of today. Parveen (2018) also noted a positive inclination towards both EIL and ICC.

To comprehensively analyze the construct, it was divided into four themes: universality, linguistic, communicative, and pedagogic aspects of EIL. Consequently, each theme is explored independently.

Universality of EIL

The learners exhibited a commendable level of awareness and comprehension concerning the first dimension of EIL, namely universality. The majority of learners demonstrating awareness of the universality of EIL and acknowledging that English ownership is not confined to a single nation represents a positive outcome, aligning with findings in prior research. For example, Lee and Hsieh (2018) noted positive orientations towards EIL among Taiwanese and Korean undergraduates, indicating a more comprehensive and forbearing approach to language and culture.

The idea of English language ownership has been called into question with the rise of EIL as a paradigm in language instruction (Xu, 2018). According to the research on English language learning, learners' views on English ownership changed. They acknowledged—in line with Lee and Hsieh's (2018) findings—that English is no longer the sole language spoken in one country. All English speakers, native or not, share ownership, in keeping with the idea that an international language is "de-nationalized" (Xu, 2018). Learners' views towards various kinds of English are positively influenced by this realisation.

Furthermore, the learners' realization that EIL is neither a distinct dialect nor superior to other English varieties indicates a nuanced understanding of language and its contextual use. In a globalised society where it is expected that learners may come across a variety of English dialects, this nuanced understanding can improve learners' efficacy as communicators. Nevertheless, there are also contradictory results in the discourse on EIL. For example, Evans & Imao (2011) discovered that Japanese students preferred British English to American English, and Snodin and Young (2015) noted that Thai learners had differing opinions about various English varieties, including native speaker varieties.

Another good conclusion that is consistent with Sharifian's (2009) research is the learners' perception that the linguaculturality of EIL emphasises cultural conceptualizations rather than focusing on a particular culture. According to this knowledge, students are beginning to appreciate the many cultures and ways of thinking that are connected to the usage of English across the world (Xu, 2018). By helping students to traverse the complexity of cross-cultural encounters without having to internalise other cultures, this knowledge can aid in the development of good intercultural communication skills (Smith, 1976).

Linguistic Aspect of EIL

Furthermore, their conception of the linguistic aspect of EIL signifies their positive stance towards EIL. They attributed equal significance to the perspectives of (non-)native speakers regarding language practice. This indicates their appreciation for the viewpoints and experiences of both groups concerning language convention.

Such an approach to language practice reflects inclusivity and acknowledges that individuals from varied backdrops may employ language in diverse ways. It recognizes the valuable insights and expertise that non-native speakers can contribute to language use, considering their unique learning and navigation experiences distinct from native speakers. This viewpoint also captures the national cultural framework of the English-speaking nation (McKay, 2004). Overall, they show a significant consensus on understanding the linguistic distinctions common in the use of English by placing a high priority on justice, transparency, and participation in conversations and choices concerning language usage.

The results imply that the people under investigation were aware of the idea of EIL and the need of creating communication plans. This understanding shows that they are aware of the complexities of

using English in international settings with a variety of cultural norms, communication methods, and expectations.

They probably realised how important it is to develop strategic competency since they emphasised the development of communication strategies. This calls for the capacity to adjust to a range of communication contexts and make efficient use of language to accomplish certain objectives. Being sensitive to language and cultural variances as well as using communication techniques like paraphrasing, explaining, and circumlocution may be necessary for this kind of competency.

It is suggested that these people valued good communication and understood how critical it was to develop the abilities and methods required for effective communication in a variety of settings. Understanding communication methods might be helpful since new communicative situations frequently arise in human contact and necessitate quick and impromptu interactional preparation. Resonating with Geite's (2020) findings, it is also clear that they are aware of the restrictive nature of EIL's language usage guidelines.

Communicative Aspect of EIL

Relating to the communicative dimension of EIL, learners in the target group (TG) exhibited an affirmative inclination concerning EIL. They recognised and welcomed the variety of ways that English is used across the world, demonstrating their understanding of how English takes on distinct forms depending on the linguistic and cultural context in which it is used. They acknowledged the differences between the several types of English used across the world in terms of usage, grammar, vocabulary, and pronunciation. Diverse opinions among university students regarding various English pronunciations were reported by Lee and Hsieh (2018), highlighting the existence of attitudinal diversity. In a similar vein, Tokumoto & Shibata (2011) discovered that Japanese students disliked their English with a Japanese accent.

Moreover, the comment suggests that these people thought of English as a flexible language. This shows that they are adaptable in their use of English, changing their communication style to fit different audiences and situations. In line with this, Xu (2018) noted that his study subjects were aware of the benefits of EIL for communication. Largely, these individuals demonstrated receptivity to linguistic and cultural diversity, recognizing the importance of effective communication in various contexts. Aligning with Fauzia and Qasimullah's (2009) findings, which highlighted contentment among Asian English teachers with their accents, this suggests a willingness to explore different cultural perspectives and adapt communication styles accordingly. The development of intercultural competence and effective cross-cultural communication depend on having such an attitude. They also stated that EIL recognises the importance of cultural diversity for successful interaction and helps people from different backgrounds communicate well with one another.

Pedagogic Aspect of EIL

Finally, the educational dimension of EIL pertained to the learners' disposition or motivation to align the language curriculum with EIL. Despite variations in individual responses, the learners exhibited an overall optimistic outlook towards EIL. Notably, EIL has superseded English as a Foreign Language (EFL) as a paradigm in numerous countries (Garcia-Perez & Rojas-Primus, 2017). A substantial majority of the individuals under consideration in this context asserted a preference for EIL over EFL, indicating their perception of EIL as a more pertinent and efficacious approach to learning and employing English in a global context.

Their focus and orientation are where EIL and EFL diverge. EFL usually entails studying English, typically in classroom settings, in a foreign nation where English is not the native tongue. EIL, on the other hand, focuses on using English as a medium of communication in a global setting with speakers of different languages and cultural backgrounds. A more thorough grasp of the language and its use in diverse circumstances is facilitated by exposure to a variety of English dialects (McKay 2012; Xu, 2018). This exposure aids in the development of language skills, encompassing vocabulary, grammar, pronunciation, and cultural awareness.

Experiencing diverse English dialects and slang helps learners understand regional variances and improves their ability to connect with native speakers from around the globe. Additionally, it broadens horizons and cultivates a respect for the diversity of cultures found throughout the English-speaking globe (Sharifian, 2013). Chen's (2017) study supports the idea that exposing students to a variety of English dialects and accents helps them become more proficient in real-life communication scenarios where they may come across them. The importance of exposing students to various English dialects is well recognised and is a crucial part of language learning programmes all around the world. The high degree of student interest in the intervention indicates that they are willing to interact with the content that is being provided, which is an important step in encouraging student motivation and engagement and improving learning outcomes. Pupils who are engaged in the subject matter are more likely to pay attention in class, contribute to debates, pose questions, and finish homework. This creates a supportive learning atmosphere where students are motivated to interact with the material and take ownership of their education. It's important to remember, though, that other children showed little interest in the intervention. It's critical to look into the causes of their disinterest and modify the intervention to better meet their requirements as learners. By addressing their worries, we can make sure that every student gets the most out of the intervention and meets their learning objectives.

Furthermore, in the context of English as an International linguistic (EIL), code-switching—the act of shifting between two or more languages or linguistic varieties in a single conversation—is pertinent. By allowing speakers to negotiate meaning and adjust to the linguistic and cultural norms of their interlocutors, code-switching is a useful communication technique. It is in line with the EIL's emphasis on encouraging "multilingualism" and "multiculturalism" in EIL classes (McKay, 2012). A favourable attitude towards code-switching during contact demonstrates that students are willing to use a range of language tools to communicate effectively in a range of situations. This is in line with the fundamental tenets of English as a Second Language (EIL), which highlight learners' adaptation and

flexibility in the language as well as their awareness of the linguistic and cultural variety of English speakers throughout the globe.

Furthermore, a favourable outlook on code-switching is consistent with students' EIL motivation. Motivated students frequently show an interest in language acquisition, intercultural dialogue, and international communication. Code-switching can be seen as a useful and efficient way to accomplish these objectives, and students who are receptive to this approach can be more driven to improve their language abilities and participate actively in EIL. In conclusion, learners who have a favourable attitude towards code-switching in interactions are more likely to be engaged with EIL and motivated to advance their language proficiency in a global setting.

CONCLUSION

The discourse in Foreign Language Teaching (FLT) aligns with the conclusions drawn from the study by Tran and Seepho (2016), supporting the assertion that the intervention exerted a positive influence on the learners' attitudes. Their viewpoint on English as an International Language (EIL) was effectively broadened by the intervention, as confirmed by the quantitative data analysis. Four main topics emerged from the examination of the construct: the pedagogic features of EIL, universality, language, and communicative characteristics. All four themes showed a positive attitude from the students, suggesting that the intervention had a good effect on their attitude towards EIL as a whole. Recognizing EIL as a compatible pedagogic paradigm for fostering interculturality, the study aligns with Contini and Pica-Smith's perspective that interculturalism contributes to reducing prejudice and facilitating the successful civic integration of newcomers (2017, p. 17).

The data further highlighted a notable connection between attitude and motivation. Participants reporting high motivation levels were more inclined to maintain a positive attitude towards their goals, contrasting with those with lower motivation levels who tended to exhibit a negative attitude. Regarding their attitude towards EIL, the findings unmistakably indicated that the intervention enhanced their disposition, fostering increased motivation for future EIL learning endeavours. The data underscored the pivotal role played by attitude and motivation in individuals' success in attaining their objectives. Those with a positive attitude towards their goals demonstrated a greater likelihood of sustained motivation and perseverance in their pursuit of achievement.

Although the study included participants from different ethnicities, the findings of the study may not be generalized to the whole population owing to a limited sample size. Moreover, it was limited to one institutes; more studies might be conducted to confirm and strengthen the results of the current investigations. Despite all that, the current findings suggest that a shift from ELT or FLT to EIL pedagogy for teaching English at undergraduate level may prove an effective and fruitful strategy for cultivating a positive attitude towards EIL and broaden the learners' perspective about the world and its people.

REFERENCES

- Alsagoff, L., McKay, S. L., Hu, G., & Renandya, W. A. (2012). *Principles and practices for teaching English as an international language*. Routledge.
- Canagarajah, A. S. (2006). The place of world Englishes in composition: Pluralization continued. *College Composition and Communication*, 586-619.
- Chen, L. (Ed.). (2017). *Intercultural communication (Vol. 9)*. Walter de Gruyter: GmbH & Co KG.
- Contini, R. M., & Pica-Smith, C. (2017). Problematizing the conceptual framework of interculturalism and its pedagogical extension of intercultural education: Theoretical perspectives and their implications. *Italian Journal of Sociology of Education*, 236-255. doi:10.14658/pupjijse-2017-3-10
- Crystal, D. (2003). *English as a global language*. Cambridge: Cambridge University Press.
- Garcia-Perez, G. M., & Rojas-Primus, C. (Eds.). (2017). *Promoting intercultural communication competencies in higher education*. Hershey, Pennsylvania: IGI Global.
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1), 173-184.
- Jenkins, J. (2000). *The phonology of English as an international language*. Oxford: Oxford University Press.
- Jenkins, J. (2007). *English as a lingua franca: Attitude and identity*. Oxford: Oxford University Press.
- Jenkins, J. (2019). English medium instruction in higher education: The role of English as lingua franca. In *Second handbook of English language teaching* (pp. 91-108). Springer.
- Johnson, R. B., & Christenson, L. (2020). *Educational research: Quantitative, qualitative, and mixed approaches*. Sage Publications.
- Kachru, B. B. (Ed.). (1992). *The other tongue: English across cultures*. University of Illinois Press.
- Kachru, B. B. (1992). World Englishes: Approaches, issues and resources. *Language Teaching*, 25(1), 1-14.
- Krickpatrick, A. (2008). English as the official language of the Association of Southeast Asian Nations (ASEAN): Features and strategies. *English today*, 24(2), 27-34.

- Lee, J. S., & Hsieh, J. C. (2018). University students' perceptions of English as an international language (EIL) in Taiwan and South Korea. *Journal of Multilingual and Multicultural Development*, 39(9), 789-802.
- Llurda, E. (2009). Attitudes towards English as an international language: The pervasiveness of native models among L2 users and teachers. In *English as an international language: Perspectives and pedagogical issues* (pp. 119-134).
- McKay, S. L. (2003). Toward an appropriate EIL pedagogy: re-examining common ELT assumptions. *International Journal of Applied Linguistics*, 13(1), 1-22.
- McKay, S. L. (2004). Teaching English as an International Language: The role of culture in Asian contexts. *The Journal of Asia TEFL*, 1(1), 1-22.
- McKay, S. L. (2012). Principles of teaching English as an international language. In *Principles and practices for teaching English as an international language* (pp. 28-46). Oxfordshire: Routledge Publishing.
- McKay, S. L. (2018). English as an international language: What it is and what it means for pedagogy. *RELC Journal*, 49(1), 9-23.
- Osman, H. A. (2015). Investigating English teachers' perceptions of intercultural communicative competence in the Kingdom of Saudi Arabia. (Doctoral Dissertation).
- Pimentel, J. L., & Pimentel, J. L. (2019). Some biases in Likert scaling usage and its correction. *Internal Journal of Science: Basic and Applied Research (IJSBAR)*, 45(1), 183-191.
- Seidlhofer, B. (2001). Closing a conceptual gap: the case for a description of English as a lingua franca. *International Journal of Applied Linguistics*, 11(2), 133-158.
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford: Oxford University Press.
- Shapiro, S. S., & Wilk, M. B. (1965). An analysis of variance test for normality (complete samples). *Biometrika*, 52(3/4), 591-611.
- Sharifian, F. (Ed.). (2009). *English as an international language: Perspectives and pedagogical issues* (Vol. 11). *Multilingual Matters*.
- Sharifian, F. (2013). Globalisation and developing metacultural competence in learning English as an international language. *Multilingual Education*, 3(1), 1-11.

- Smith, L. E. (1976). English as an international auxiliary language. *RELC Journal*, 7(2), 38-42.
- Snodin, N. S., & Young, T. J. (2015). Native-speaker varieties of English: Thai perceptions and attitudes. *Asian Englishes*, 17(3), 248-260.
- Stern, H. (1992). *Issues and options in language teaching*. Oxford: Oxford University Press.
- Taherdoost, H. (2019). What is the best response scale for survey and questionnaire design: review of different lengths of rating scale/attitude scale/Likert scale. *International Journal of Academic Research in Management (IJARM)*, 8(1), 1-10.
- Tokumoto, M., & Shibata, M. (2011). Asian varieties of English: Attitudes towards pronunciations. *World Englishes*, 30(3), 392-408.
- Tran, T., & Seepho, S. (2016). EFL learners' attitude towards intercultural communicative language teaching and their intercultural competence development. *Journal of Studies in the English Language*(11), 1-40. Retrieved from <https://so04.tci-thaijo.org/index.php/jsel/article/view/73301>
- Xu, Z. (2018). Exploring English as an international language--curriculum, materials and pedagogical strategies. *RELC Journal*, 49(1), 102-118.
- Yano, Y. (2006). Cross-cultural communication and English as an international language. *Intercultural Communication Studies*, 15(3), 172-181.